

## **Georgia's Participation in the American Diploma Project (ADP) Context for Proposed Changes in USG Admission Policy**

**History:** In 2005, Georgia joined the American Diploma Project (ADP) Network, an effort of now 29 states to raise expectations and achievement in American high schools so that all students graduate with the knowledge and skills they need to be successful in college and work. Georgia's application to join the ADP Network included support from the Governor, State Superintendent of Schools, former Commissioner of the Department of Technical and Adult Education, former Chancellor of the University System of Georgia, and the President of the Georgia Partnership for Excellence in Education. All ADP Network states signed on to advance the following four-point policy agenda:

1. **Standards:** Align academic standards in high school with the expectations for college and workplace success so that all students who meet the standards are prepared for their next steps in life.
2. **Course Requirements:** Upgrade high school course requirements so that all students are required to complete a college and work ready curriculum in order to earn a high school diploma.
3. **Assessment:** Redesign selected high school tests in English and mathematics so that they also serve as readiness tests for college and work.
4. **Accountability:** Through the current accountability system, hold high schools and colleges accountable for the success of their students.

### **Actions completed by the ADP Working Group<sup>1</sup>:**

- Developed draft college and work readiness standards in English and mathematics (embedded within the high school Georgia Performance Standards) that have the support of the USG and DTAE English and mathematics faculties and the business community.
- Identified preliminary accountability measures (among participants from the Department of Education, the Department of Technical and Adult Education, the University System of Georgia, and the Office of Student Achievement) for high school graduation, school to college transition, and college success.

### **Actions underway:**

- Review by Achieve, Inc. of Georgia's draft College and Work Readiness Standards to ensure that they meet national benchmarks established through the American Diploma Project.
- Redesign of the current Georgia High School Graduation Test and/or end-of-course tests in Mathematics III and English III to serve as assessments for high school graduation and for college placement and work readiness by:
  - Developing the tests collaboratively by DOE, DTAE, USG, and business partners.
  - Seeking State Board of Education approval of the tests for high school graduation and DTAE and BOR approval of the tests for college placement.
- Revision of Georgia's High School Graduation Rule that defines the sequence of courses that should be required for high school graduation. The goal is that the same academic core courses would be required for high school graduation and for college admission.

### **Draft High School Graduation Rule:**

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<sup>1</sup> The ADP Working Group has included: Stuart Bennett, Martha Reichrath, Diane Bradford, Wanda Creel, Eloise Barron (former) Sue Snow, Joanne Leonard, Chris Domaleski (DOE); Freida Hill, Fred Kiehle, and Teresa Resch (DTAE); Jan Kettlewell, Frank Butler (former), Ron Henry, Sandra Stone, Tonya Lam, Sara Connor, Judy Monsaas, and Candace Sommer (USG); Steve Dolinger (GPPE); Jennifer Rippner (OSA); Emily Jones (OPB); and Amy Mast (DOE/USG).

A new core of courses is proposed for all students. It includes:

- 4 units in Mathematics (through Math III).
- 4 units in English.
- 4 units in Science (Biology; Physics or Physical Sciences; Chemistry, Earth Systems, Environmental Science, or AP/IB Course; and Science Elective).
- 3 units in Social Studies (US History; World History; Government/Economics).

In addition, the current draft of the High School Graduation Rule includes:

- 2 units from among: Foreign language (noted as requirement for USG bound students), Fine Arts, Career Technology Agricultural Education (An issue in American Sign Language).
- 5 elective units
- 1 Health and Physical Education unit (required by law).

### **Recommendations for Changes in USG Admission Policy:**

The recommendations by a USG Subcommittee to propose the revisions of the USG Admissions Policies described below

- Align admission requirements with the proposed new High School Graduation Rule and the American Diploma Project's College and Work Readiness Standards:
  - Increase the number of high school units required for regular admission from 16 to 17.
  - Continue to require four units in English but mandate that students from Georgia's public schools complete through English Language Arts III.
  - Continue to require four units in mathematics but mandate that students from Georgia's public schools complete through Math III.
  - Require four units in science.
  - Continue to require three units in social sciences
  - Continue to require two units of a single foreign language (American Sign Language may be substituted for hearing impaired students).
- Align the definition of the terms Dual Enrollment, Joint Enrollment and Early Admission across educational agencies.
  - Dual Enrollment – a high school student enrolled in courses for both high school and college credit.
  - Joint Enrollment – a high school student enrolled in college courses for college credit only.
  - Early Admission – a high school student enrolled as a full-time college student.
- At the end of the two-year/state college admission pilot, and if the decision is made to continue open access, increase accessibility by allowing junior and senior high school students to take dual enrollment courses at two-year and state colleges if they pass the placement test (all portions), and are on track towards completion of the University System of Georgia's required 17 course curriculum.
- Allow institutions to accept sophomore students when the student is part of a supervised cohort under approved special circumstances and/or programs approved by the Office of the Program and Planning
- Remove the requirement that transfer credit for dual enrollment courses be limited to students who have a minimum SAT/ACT composite score and minimum SAT/ACT scores in English and mathematics and a high school GPA of 3.0 at the time courses were taken.